

Lesson Plan 1

Title: Native American Art and Insects

Length: 2 hours 20 min

Elementary Level: 2nd Grade

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

- What art did Native Americans make?
- How did Native Americans relate to nature in their artwork?
- What do we know about the parts of bugs?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

- Students will draw two insects, having them stand on two of their six legs. Students will cut up the insect drawings, dividing the head, thorax, and abdomen, and sort the parts into three corresponding bins. Students will grab one of each part from the bins, forming a new bug created by different artists, and will create that new bug into a 3d pipe cleaner version. Students will then form a habitat for the new insect with pastels or crayons and take a photo of their insect.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Anatomy, building 3d objects, Relating to the world around us, symbols, texture, expression
size, shape, law/rules,

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists draw from nature and collaborate to relate to the world around us and determine ways of expressing symbols for a broader audience.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (-Co Visual Art Standard: _____ - GLE: _____ -SHoM: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

After a short explanation of Native Americans and how they integrated nature in their art, SWBAT ideate different insects as well as how to combine insects with the human figure / stance to make humanoid insects. (-**Co Visual Art Standard: Relate and Connect to Transfer** **GLE: 1. Observe and discuss how visual art and design are evident in the everyday life of communities.** -**SHoM: Understand Art Worlds** **Art learning: Different settings create different art (weaving vs clay), artists use art to explain their world or show how they see their world.**)

After ideating, SWBAT begin drawing at least two humanoid insects on large pieces of paper. (-**Co Visual Art Standard: Observe and Learn to Comprehend** - **GLE: 1. Identify how artists make choices using the language of visual art and design to communicate ideas.** -**SHoM: Envision** **Art learning: Fusing two ideas of insects standing bipedally while having six legs; abstract thinking with creating. Combining different insects together to make a new whole.**)

After cutting their drawings into thirds and placing each into the corresponding bag (head, thorax, abdomen), SWBAT grab and combine three corresponding insect parts from each bag to make a new creature, then draw two or more concepts of how the new creature looks and behaves. (-**Co Visual Art Standard: Envision and Critique to Reflect** - **GLE: 1. Share and explain choices made and possible next steps in personal works of visual art and design.** -**SHoM: Express** **Art learning: Different artists use different techniques to relay ideas, scissor use / fine motor skills, sorting)**

After drawing two or more concepts, SWBAT use four to five pipe cleaners (or more, depending on need) to create their humanoid insect in a 3d sculpture. Students will then create a habitat with pastels for their insect. (-**Co Visual Art Standard: Invent and Discover to Create** **GLE: 1. Plan and create works of art by exploring various media and creating meaning through symbolization.** **SHoM: Stretch and Explore** **Art learning: Creating with pipe cleaners /beads, 3d making, pastel use)**

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges.

Students must still meet the objectives.

<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>Students can use larger utensils than a typical pencil to allow large motor skills. Different learning styles addressed with visual, audio, and kinesthetic elements. Students can have varying sizes of pipe cleaner for their different needs. Pencil grips, Provided lines</p>	<p>Expression (Products and/or Performance)</p> <p>Students can use an insect reference page if they need help ideating.</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>Students can branch into more complex coloration techniques (paint). Students can be challenged to include an amount of beads in their 3d creation.</p>	<p>Expression (Products and/or Performance)</p> <p>Students can create a more elaborate insect sculpture if they finish early by adding more pipe cleaners.</p>

Literacy and Numeracy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

- Literacy is integrated with the students seeing a list next to a diagram of an insect of different parts. Students will vocalize ideas in a discussions. Using scientific language.

Terms used:

- Utilitarian art, insects, arthropods, arachnids, cutting, habitat, proboscis, head / thorax / abdomen, texture

Numeracy:

- The students learn about sets of legs / numbers of legs and body parts associated with insects. The amount of legs centipedes / millipedes have with an explanation that they are not insects, and that centi- is 100 and milli- is 1000.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Paper, pencils, erasers, pencil grips, reference handouts of insects. Pipe cleaners, glue, scissors, bins, beads, pastels.

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

See appendix for images

- powerpoint slide
- https://docs.google.com/presentation/d/1NpjVQGve7RaqvAH4TYfaWIBsyTYbWDki5_pMZGEwZlg/edit#slide=id.g44e1e146b5_1_14
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Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Prep: Slides presentation on native american art and insects.
 - Research on Native Americans using insects in their art:
 - http://entnemdept.ufl.edu/cv/people/capinera/dl/insects_art_religion.pdf
 - <https://cognitivearchaeologyblog.files.wordpress.com/2017/02/mimbres-abstract-2-17-2017-2.pdf>
- Handouts - see appendix

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Use of pencils, scissors, and pastels safely. Waiting at least 3 days before touching the papers from other people's art. Sanitizing hands after every class, sanitizing desks etc after students leave.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

- Why do artists collaborate?
- How did Native Americans draw inspiration from their surrounding world?
- Experimenting with human form and insects. - motivate with

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

- Showing examples of humanoid insects / different insects they can create their creations based on. Showing art from the Mimbres Native Americans.
- Thinking about different kinds of bugs in the world.

Instruction:

Give a detailed account (in bulleted form) of what you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Days	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time Each class is 35 Minutes
Day 1	<ul style="list-style-type: none"> • Introduction: Native Americans taking inspiration from nature in art. Insects and what we know about them (Head, thorax, abdomen). Discussion on matching the bug parts to human equivalents. Ben-10 and other monsters that are humanoid insects shown. Ideating different bugs. • Studio time: Start drawing one or two humanoid insects on paper. Using insect parts to create one insect that is realistic and one insect that combines multiple insects. • Cleanup: We will keep papers, they take their supplies. Sanitizer • Asynchronous: Think about how different bugs have different characteristics. 	<ul style="list-style-type: none"> • Students will listen and compare / contrast insects from humans and Mimbres' interpretations of humans and insects. • Students ideate new insects by comparing and contrasting different insect lifestyles and body parts. 	35 min total 5 min in / out settling 12 min intro 15 min Studio 3 min cleanup
Day 2	<ul style="list-style-type: none"> • Introduction: Bugs from before, pass out papers to continue working on bugs or make new ones if new ideas came to mind over the week. 	<ul style="list-style-type: none"> • Students process what they learned to create new conclusions. 	35 min 5 min in / out settling 5-7 minIntro 15 min Studio

	<ul style="list-style-type: none"> • Studio time: Work on drawing bugs, cut bugs into thirds and write what bug inspired them on each piece. Putting specific parts in the labelled bags. • Cleanup: Pack away supplies, sanitizer. 	<ul style="list-style-type: none"> • Students synthesize how different insect parts create a new insect. 	3min cleanup
Day 3	<ul style="list-style-type: none"> • Introduction: 3D bug creation • Studio time: Drawing their fusion of bugs twice or more to see what it looks like. Hand out 4 pipe cleaners, making the 3d bug. • Cleanup 	<ul style="list-style-type: none"> • Students connect to how collaboration can be using different elements of others' art in their own. 	5 min in / out settling 10 min intro 15 min studio 5 min cleanup
Day 4	<ul style="list-style-type: none"> • Additional work on bugs if needed, creation of habitats with pastels. • Short presentation of bugs and what makes them up. • Asynchronous: Think about what you can make with the nature near you - leaves? Sticks? Snow? Rocks? Andy goldsworthy. Create one new artwork every two weeks / whenever you can. 	<ul style="list-style-type: none"> • Students relate to how someone else represents their thoughts, learning collaboration. Student creates their insect with supplies given, learning how the different materials can be used to create. 	5 min in / out settling 10 min intro 15 min studio 5 min cleanup

Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

On their papers, students will point out what the head, thorax, and abdomen are, or orally inform everyone.. Students will present work briefly explaining what insects make it up

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

<p>After a short explanation of Native Americans and how they integrated nature in their art, were students able to ideate different insects as well as how to combine insects with the human figure / stance to make humanoid insects?</p> <p>After ideating, were students able to begin drawing at least two humanoid insects on large pieces of paper?</p> <p>After cutting their drawings into thirds and placing each into the corresponding bag (head, thorax, abdomen), were students able to grab and combine three corresponding insect parts from each bag to make a new creature, then draw two or more concepts of how the new creature looks and behaves?</p> <p>After drawing two or more concepts, were students able to use four to five pipe cleaners (or more, depending on need) to create their humanoid insect in a 3d sculpture, then create a habitat with pastels for their insect?</p>	<ul style="list-style-type: none"> ● Satisfactory: Student created two humanoid insects, cut into thirds, then created a new combination of insect parts, with at least two concepts of how the creature looks and behaves. Student was able to create the new combination out of pipe cleaners, then label the three parts of the insect verbally. Student was able to create a habitat for the insect with pastels. ● Needs improvement: Student attempted one humanoid insect drawing, created a new combination of insect parts, only created one concept of how the creature looks and behaves, and attempted to make the combination out of pipe cleaners. Student was not able to label the three parts of the insect verbally. Student made 50% of the habitat, or did not use pastels to create the habitat. ● Unsatisfactory: Student did not attempt to create a humanoid insect, perhaps created a new combination by using others' drawings from the bags, but did not create a 3d sculpture. Student did not attempt to create a habitat for the insect.
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Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

This lesson mostly engaged the students (about 80% engagement), but could have been more engaging. I feel as though more activities / brain breaks could have been planned to effectively engage all learners. The students were excited to create bugs and use the pipe cleaners. The lesson objectives were achieved, with 95% of students accomplishing them. I would change the amount of context; I would add a kid friendly explanatory video to engage them in the Mimbres culture. I would also add more extension activities to this lesson as some students weren't acceptably challenged by the process. The next lesson would be further investigation into either Native American art, Pottery, or Weaving. Due to us discussing pottery, perhaps the next lesson would involve creating a pinch pot or coil pot and adding the imagery of the insect we created to the pot.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students

Slideshow discussion: https://docs.google.com/presentation/d/1NpjVQGve7RaqvAH4TYfaWIBsyTYbWDki5_pMZGEwZlg/edit?usp=sharing

2ND GRADE



TYPES OF INSECTS

© I can make two
humanoid insects
based on real
insects and
label the parts
of an insect
body

